DOCUMENT RESUME

ED 416 922 JC 980 124

AUTHOR	Crossland, Ron
TITLE	Articulation and Transfer in the State of Washington, 1997-98.
INSTITUTION	Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE	1997-12-00
NOTE	46p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Accreditation (Institutions); Advanced Placement; *Articulation (Education); College Credits; Community Colleges; Degree Requirements; Degrees (Academic); Private Colleges; Private Education; Program Implementation; Public Colleges; Public Education; Technical Education; *Transfer Policy; Two Year Colleges; Vocational Schools
IDENTIFIERS	*Washington

ABSTRACT

This report, from the Washington State Board for Community and Technical Colleges, concentrates on the current status of transfer and articulation in Washington during 1997-98. It opens with an executive summary and introduction, outlining the process and results of the report, and a description of Washington's historical context of transfer and articulation. The report identifies its focus issues as being access for transfer students, credits to degree, advanced placement credit articulation, and transferability of credit from community and technical colleges to both public and private colleges. Detailed are the 1997-98 implementation activities in progress, including improving credits to degree, improving transfer of professional technical programs, and transferability from private career schools to public higher education institutions. A description of future directions and considerations concludes the report. Appendices include transfer articulation committee membership, professional-technical program articulation agreements, transfer of credit policies for baccalaureate institutions/community and technical colleges, and regional accreditation policies. (YKH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 922

1997-98 ARTICULATION AND TRANSFER In the State of Washington

State Board for Community and Technical Colleges

December 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Crossland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

For Additional Information Contact:

Ron Crossland, Ph.D.
State Board for Community and Technical Colleges
319 7th Avenue; P.O. Box 42495
Olympia, WA 98504-2495
(360) 753-3674

JC 980 124

Table of Contents

Executive Summary i

Introduction 1
History and Context of Articulation and Transfer in the State
Transfer Organizations, Policies, and Processes
Process for Continuous Improvement

1997-98 Transfer Articulation Report 2
Methodology

Issues Identified 3
- Access for Transfer Students
- Credits to Degree
- Advanced Placement--High School-to-College Articulation
- Transferability of Professional Technical Programs from Community and Technical Colleges to Public Baccalaureate Institutions
- Transferability from Private Career Schools to Community and Technical Colleges
- Transferability from Private Career Schools to Baccalaureate Institutions

1997-98 Implementation Activities in Progress 9
Improving Credits to Degree 9
- Advising
- Transfer by Majors Project
- Associate in Science Degree
- Advanced Placement--High School to College Articulation

Improving Transfer of Professional Technical Programs 10
- The "Upside Down" Degree
- Statewide Program Articulation Agreements
- Individual Program Articulation Agreements
- Consortia and Multi-institutional Program Articulation Agreements

Transferability from Private Career Schools to Public Higher Education Institutions 11
- Advising
- Competencies and Skill Standards
- Continued Collaboration

Future Directions and Considerations 12

Conclusion 13

Appendix 1 Transfer Articulation Committee Membership
Appendix 2 Professional-Technical Program Articulation Agreements
Appendix 3 Transfer of Credit Policies for Baccalaureate Institutions/Community and Technical Colleges
Appendix 4 Regional Accreditation Policies

ARTICULATION AND TRANSFER
IN THE
STATE OF WASHINGTON

Executive Summary

Introduction

In Winter 1997, higher education was asked to report on the current status of credit transfer and methods to improve articulation between sectors. Several historical factors and emerging trends create an impetus for this report. Some of these are:

- Students want the education and training today to count and be portable tomorrow if they return to school for further advancement.

- Increasingly, students who receive lower division professional technical training have needs for further education and training for their career advancement. Likewise, business and industry are interested in educational career ladders for their workers.

- As jobs become more technical in nature, clear divisions between academic and professional technical preparation become less clear.

Committee Process

A committee that included representatives from each of the sectors was convened. The State Board for Community and Technical Colleges provided staff for gathering information, chairing meetings, and drafting the report narrative. Other committee members included: representatives from each of the public baccalaureate institutions; members from the Federation of Private Career Schools, representing degree and certificate granting institutions from that sector; community and technical college system members; the Council of Presidents members; and representatives from the Higher Education Coordinating Board.

The Committee gathered information in four areas:

1. Access for community and technical college transfer students to baccalaureate institutions.

2. Academic program transfer between community and technical colleges and the public baccalaureate institutions.

3. Professional technical program transferability between the three sectors.

4. Professional technical program transferability between public higher education and private career school. Initially transferability between private career schools and community and

technical colleges was examined, but subsequently, information gathering from the baccalaureate institutions was included.

Issues were examined in a number of ways that included: interviews, an inventory of current articulation agreements, and updates on a variety of transfer efforts already underway. Support and enhancements for these efforts are described in the report. Finally, considerable attention was focused on private career school students transferring to community and technical colleges as well as a discussion of transferability to baccalaureate institutions.

Report Results

- *The Baccalaureate Provosts and Instruction Commission have agreed to improve and increase student advising and transferability by jointly expanding the Transfer by Majors project for the 1997-98 year.*

- *In 1997-98 the community and technical college system will develop a specific degree alternative to address the needs of students who concentrate their studies in science and math-related programs.*

- *The baccalaureate's Inter-institutional Committee of Registrars and Admissions Officers (ICORA) and the SBCTC staff, in cooperation with the community and technical college system representatives, have agreed to work toward more consistent Advanced Placement policies among the institutions during the 1997-98 academic year.*

- *The use of the "upside down" degree should be promoted and used where feasible with baccalaureate curricula structures.*

- *Expanding articulation among professional technical programs on a statewide discipline basis is encouraged.*

- *The use of institution to institution, individual program articulation agreements continue to be expanded.*

- *The development of consortia and multi-institution articulation agreements is encouraged as a means to expand professional technical program transferability.*

- *Public community and technical colleges can improve transferability by providing clearer catalogue information concerning transfer of courses from private career schools and by appointing a campus liaison as a principal contact for career school staff and students in order to improve transferability between sectors.*

- *Further exploration of the use of competencies and skill standards should be made to assist in determining the level of knowledge for transfer placement.*

Consideration should be given to further exploration of improving transferability for private career students who wish to transfer to public higher education institutions. It is recommended that the intersector committee on transfer issues be reconvened to evaluate implementation of current strategies described above and to plan next year's work.

Future Directions and Considerations

The intent of the Transfer Articulation Study was to identify issues regarding transfer articulation and potential ways to improve the transfer process for students. Several important projects were started during Fall 1997 which will improve transferability for students. The state institutions and agencies will continue implementation of the specific programs addressed in the report and continue to look at additional issues and suggestions over the coming year.

The state's higher education institutions are far ahead of most states in articulation and transfer issues due largely to the cooperation developed among the participating institutions and their leadership. At the same time, there is a need to carefully review the current status to refine what institutions are doing on behalf of students. All of the institutions are committed to continuing improvement in student progress and institutional articulation. With the strong spirit of cooperation that currently exists among post-secondary institutions, and with the proper resources, the process of moving students through the education systems of the state will continue to be enhanced.

1997-98 ARTICULATION AND TRANSFER IN THE STATE OF WASHINGTON

INTRODUCTION

In Winter 1997, higher education was asked to examine credit transfer and articulation among its sectors. As a result, the State Board for Community and Technical Colleges staff convened a special Transfer Articulation Committee of post-secondary education representatives to conduct an analysis of current transfer efforts and issues. The Committee focused on improvement of current transfer policy, reducing credits to degree, articulation of professional technical programs, developed a mutually acceptable plan to address identified deficiencies, and began to implement plans to improve existing student transfer procedures. The results are to be presented to higher education institutions as well as other appropriate policy and implementation groups. The report will be presented to the House Higher Education Committee.

History and Context of Articulation and Transfer in the State

Washington public higher education institutions have a long, established history of joint articulation and cooperation concerning transfer of students in academic programs to baccalaureate institutions. As a result, community colleges play a key role in providing a path to the bachelor's degree. Over one-third of all baccalaureate degree graduates take a portion of their studies at a state community college. Compared to most other states, acceptance of associate degree transfer students by the universities is very high, with relatively few problems. Qualified transfer students are admitted to the state's universities, commonly to the student's first choice institution. This success is primarily due to the statewide transfer agreement developed in 1985 and improvements made since that time. Articulation and transfer responsibilities are continually addressed by the institutions, state agencies, state organizations, and voluntary commissions.

Transfer Organizations, Policies, and Processes

The Higher Education Coordinating Board (HECB), the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), as well as the public and private colleges and universities are each involved in policy development. The Inter-College Relations Commission (ICRC), a voluntary organization of 56 public and private post-secondary institutions, implements the day-to-day process of ensuring the success of student transfer. The Washington Council, parent organization of the ICRC, also serves students by improving articulation of high school programs such as Running Start, College in the High School, Tech-Prep and School-to-Work programs with higher education institutions. These organizations provide the nucleus of policy administration and implementation activities that address the movement of transfer students from institution to institution throughout the state.

Process for Continuous Improvement

These state higher education agencies and institutions have established regularly scheduled meetings to ensure continuous transfer improvement. The public post-secondary academic leaders meet annually to discuss common policies and programs to improve the state higher education system. Each year articulation and transfer improvements receive significant attention. In June 1997 the public baccalaureate institution provosts met with the community and technical college instruction leaders' executive committee and developed a plan to address several current transfer issues. These include: creating an Associate of Science degree to address the needs of math and science students; implementing an improved advising process for students concerning early selection of majors and transferring to baccalaureate institutions; and improving the credit applicability for high school students taking Advanced Placement courses.

1997-98 TRANSFER ARTICULATION REPORT

The purpose of this report is to identify ways in which timely achievement of baccalaureate degrees can be improved for transfer students. The report is focused on four areas:

1. Access for community and technical college transfer students to baccalaureate institutions.

2. Student progression or "credits to degree" for transfer students.

3. Transferability of professional-technical programs from community and technical colleges to public baccalaureate institutions.

4. Transferability between private career schools and public higher education institutions.

Methodology

Staff at the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Council of Presidents, and representatives of the Washington Federation of Private Career Schools and Colleges were interviewed to determine what specific issues should be addressed. The methodology was reviewed by representatives of the community and technical colleges, baccalaureate institutions and the Washington Federation of Private Career Schools and Colleges.

Interviews were conducted with provosts of the baccalaureate institutions, community and technical college instruction leaders and eight senior administrators and faculty from six private degree and non-degree granting career schools. In addition, community and technical colleges with private career school articulation agreements were also interviewed.

ISSUES IDENTIFIED

The following issues and questions were identified at the beginning of the project to focus attention on specific areas which are fundamental to the success of student transferability and access. In preparation for visits with staff from the universities, colleges, and schools, a series of interview questions was developed. The areas of interview focus were developed for each of the four areas addressed by the project, as follows:

Access for Transfer Students

Since 1994, community and technical colleges and the public baccalaureate institutions in Washington agreed to maintain at least the 1994 proportion of community and technical college transfers among each year's new admissions. The proportions are reported in a HEC Board document. Currently, community college transfers are being readily accepted for admission by baccalaureate institutions. Proportionality may become a more important issue when enrollment pressures from the "baby boom echo" are felt beginning as early as 1999. There was a need to discuss the proportionality issue with each of the public baccalaureate institutions, determine how each will be able to maintain the proportionality agreements in future years, and to determine the criteria for selection once there are more applicants than spaces. The interviews were approached as an assessment of current practices concerning the 1994 proportionality agreements and addressed such areas as:

- The current proportion of community and technical college admissions at each baccalaureate institution.
- Current ability of the baccalaureates to admit eligible community and technical college students according to agreements.
- Future ability to admit associate degree students.
- Anticipated changes in criteria for admission of associate degree students as enrollment pressures increase.

Transfer Access Results

In discussions with HECB, Council Of Presidents and baccalaureate institution staff, it was determined that the proportionality agreements are currently working and will continue to work satisfactorily into the future. There was no further need to pursue this issue, at the present time, as it is working effectively.

Credits to Degree

The ability of community and technical college graduates to transfer to baccalaureate institutions and complete a baccalaureate degree with approximately 90 quarter or 60 semester hours of

additional credit is a common expectation of community/technical college associate degree students. However, many transfer students find it difficult to realize this expectation. For many students this is due to taking excess credits that are not applicable to their selected major field of study. Native students in many majors at public, baccalaureate institutions do not complete their degrees in 180 credits, which has created concern among these institutions and their constituencies. Graduation efficiency studies by public baccalaureate institutions have found that community/technical college graduates who transfer to baccalaureate institutions appear to take more credits to complete baccalaureate degrees, in math and science, than native students. Interviews assessed the general areas of transferability which included:

- The identification of problems which community and technical college students have after transferring.
- Discussion of improvements which could be made in associate degree curricula.
- Identification of improved advising and other support systems which would improve the transfer experience for students.

Credits to Degree Results

General education credits from community and technical colleges transfer to baccalaureate institutions with few problems and associate degree graduates generally do not lose credits upon transfer. However, it was recognized by baccalaureate institutions that associate degree graduates who transfer to baccalaureate institutions take longer time, on the average, to complete baccalaureate degrees than native students. The problem is complex, and many factors were discussed with representatives of the baccalaureate institutions.

The most frequently occurring problems relate to specific major areas of study. Community and technical college students are, in some cases, not transferring with the necessary prerequisites in their majors to complete a baccalaureate degree in 90 credits of course work. Math and science related programs are mentioned by the baccalaureate institutions as particular problem areas where community college transfers are the most deficient in prerequisites required for completion of baccalaureate degrees. Baccalaureate institutions also may require departmental prerequisite courses for admission that are not available at some community and technical colleges.

One specific obstacle for transfer students completing baccalaureate degrees without excess credits, relates to the structure of the associate transfer degree. Representatives of public baccalaureate institutions observed that the structure of associate transfer degrees often works against students in certain major areas of study, especially those majoring in math or science disciplines. If students stick strictly to the associate degree requirements, they may not have room within their associate degree 90 credits for the number of math or science courses needed for these majors. There was also an indication on the part of several of the baccalaureate institutions that:

- Courses required for math and science majors did not, in some cases, have counterparts at the community and technical colleges.

- Smaller colleges often cannot match the typical lower division science curriculum offered by the baccalaureate institutions.

- In many cases, students are simply not taking the proper courses to admit them to math and science majors even though the appropriate courses are available.

This latter problem applies to other major areas of study as well, and is thought to be due to students not taking advantage of available advising or receiving improper advising. Students may also delay taking courses in their chosen major until after transferring. This was identified as an area where action should be considered.

Other factors thought to extend the credits to degree include: changing majors in mid-program; dropping courses that would negatively impact GPA; and, exploring different program options.

Advanced Placement--High School-to-College Articulation

Many Washington public post-secondary institutions award college credit and/or advanced placement credit when Advanced Placement (AP) courses are completed in high school and students validate their achievement on a national AP examination. Because minimum AP scores are established by faculty independently, there is little commonality among Washington colleges. In fact, there are often different departmental policies within the same university or college. These varied policies, while based on sound academic judgement, sometimes cause confusion and loss of transfer credit when students move from one college to another within Washington State.

Transferability of Professional Technical Programs from Community and Technical Colleges to Public Baccalaureate Institutions

The transferability of professional-technical programs is a growing demand in higher education in the state. Although associate professional technical degrees have been historically considered terminal degrees that lead directly to work, some graduates of these programs transfer directly to baccalaureate institutions to pursue a baccalaureate degree. Other graduates move immediately into the workforce and, after a period of time, decide to complete a baccalaureate degree in order to enhance their career opportunities.

However, these students find that credits earned for technical courses generally do not transfer to baccalaureate institutions. One issue is whether or not the technical courses fit into majors offered by the baccalaureate institution. A second issue is similarity of course content as judged by departmental faculty.

Inter-institutional agreements have been developed which permit students in some associate degree professional-technical programs to apply a significant portion of their studies toward baccalaureate degrees. These agreements are encouraged in transfer policy guidelines. In many areas such as technology and health, a blurring of academic and technical skills is occurring that leads to further consideration or addition to previous transfer agreements. Existing articulation agreements between the community and technical colleges and public baccalaureate institutions are developed on an institution to institution program basis. This approach results in strong collaboration between college and university faculties, although it is time consuming. Current agreements were inventoried to determine whether or not they have features in common that form the basis for models for transfer of associate degree professional-technical programs.

Interviews assessed current practices concerning the transferability of professional-technical programs and a survey of current agreements was implemented. Areas of interview focus were: current agreements in force; agreements being developed; review of the "upside down" degree; and, practices and perceptions of use of competencies in transfer practices.

Transferability of Professional-Technical Programs From Community and Technical Colleges to Baccalaureate Institutions Results

A survey of all the public baccalaureate institutions and the community and technical colleges was conducted to identify current practices. Details of the survey results are provided in the Appendix. The principal findings are summarized below:

- Approximately 300 individual agreements exist between two-year community and technical colleges and the baccalaureate institutions that articulate specific professional technical programs.

- The Evergreen State College has the largest share of these agreements (230) through its upside down degree.

- Thirteen community colleges have ten or more agreements in place.

- The greatest areas of concentration for these agreements are: business (21%), followed by social services (17%), law and education (15%), health (15%), engineering (11%), natural resources (11%), and computer science and related (8%).

- Without the Evergreen State College this distribution is quite different: health (34%), business(18%), engineering (18%), other technology (9%).

- The findings indicate that the institutions have demonstrated moderate success in promoting individual agreements.

Transferability from Private Career Schools to Community and Technical Colleges

The purpose of this specific area was to identify issues concerning the transferability of occupational and technical courses between private career schools and community and technical colleges. This study attempted to understand the size and scope of these issues, and found that in the case of non-degree transfer students, the issue was difficult to quantify. Students in private degree granting career schools, who are already pursuing associate degrees, do not normally seek to transfer to a community or technical college. Interviews were conducted with eight senior administrators and faculty from six private career schools. Community and technical college staff with private career school articulation agreements were also interviewed. Areas of interview focus were: difficulties experienced by students seeking to transfer courses; identification and assessment of agreements and practices currently in use; assisting and improving information for students; and, use of competencies and skill standards for transfer purposes.

Transferability from Private Career Schools-Community and Technical College Results

The principal findings were:

- Students who attend private career schools and subsequently seek to enroll in a community or technical college lack a clear and consistent process for transferring programs or courses.

- Elements cited as unclear or inconsistent included: lack of a designated community or technical college contact person for either the student or the career school; lack of information in transfer guides; and lack of certainty about criteria used for transcript evaluation. These elements were cited based upon anecdotal reports. The responsibility for overcoming them appears to be left to the student.

- Career schools receive their accreditation through specialized accrediting bodies while public colleges are regionally accredited. This difference significantly impacts transferability.

- Typically students enrolled in non-degree granting career schools are interested in immediate job skills for entry employment and are not immediately interested in pursuing the general education requirements included in an associate degree.

- Students enrolled in private degree granting career colleges are usually pursuing associate degrees in those colleges and are not interested in transferring to a community or technical college.

- Information sharing between career schools and the community and technical colleges is generally based upon individual relationships and does not include systematic exchanges of information. Career schools are clear in telling students that credits are not transferable or that acceptance is dependent upon the receiving institution.

- There are several examples of articulation between community and technical colleges and private career schools. Yakima Valley Community College and Perry Technical Institute have an agreement for graphics arts that was driven by local employers requesting higher general education standards for graphics arts students. Technical training from the career school is connected to general education courses at the college. Limited use of this agreement has occurred due to limited student interest. Several other colleges including Renton Technical College, Yakima Valley Community College, and Lake Washington Technical College have agreements with private career school cosmetology programs. Edmonds Community College has five separate agreements with private career schools or colleges. In addition, many more community and technical colleges have evaluation methods in place to recognize credits transferred from private career schools.

- Career schools appear committed to competency-based education and industry certification standards where competencies have been defined. This may provide a basis for strengthening transferability in the long term.

- In the interim, public community and technical colleges can provide clearer information by designating a campus contact for career school staff and student referrals.

Transferability from Private Career Schools to Baccalaureate Institutions

While the study conducted by the State Board for Community and Technical Colleges did not address transfer from the private career schools and colleges to the public baccalaureate institutions, the Transfer Articulation Committee discussed this issue and requested that the baccalaureate institutions address it for this report.

Accreditation and the comparability and applicability to programs and majors at the baccalaureate institution are the primary issues in determining whether to award transfer credit. The baccalaureate institutions share with the community and technical colleges a reliance on regional accreditation as an important mechanism for evaluating programs against generally accepted standards of quality. Career schools receive their accreditation through national accrediting bodies which use criteria that differ from the regional accrediting bodies. Institutions also have standards and procedures in place to ensure that the course content in the transfer credit is equivalent to the course content in the student's new program of study.

Students who apply to the public baccalaureate institutions with knowledge or coursework from a non-regionally accredited institution (or acquired through an extra-institutional mode, such as work experience) are offered opportunities whereby faculty and staff can compare, assess, and validate those experiences for programs. These opportunities include a variety of credit-by-examination assessment, certificate programs, "prior learning" assessment, and petition processes (including awarding credit after the student has completed some amount of work at the baccalaureate institution).

A copy of the "Policy on Transfer and Award of Academic Credit" section of the Northwest Association of Schools and Colleges' Commission on Colleges' *1996 Accreditation Handbook* is appended to this report. It discusses the issues surrounding the transfer of credit from alternately accredited institutions, foreign institutions, extra-institutional and experiential learning, as well as gives guidance on the need for processes that allow students to validate work previously completed.

Copies of the baccalaureate institutions' list of options for granting credit for non-traditional work are also appended. Students and advisors who seek additional information or who have questions or concerns may contact the baccalaureate institution's admissions office for individual advice.

1997-98 IMPLEMENTATION ACTIVITIES IN PROGRESS

The following projects and programs are in progress and address the issues raised in the report.

1. Improving Credits to Degree

Advising

Credits to degree could be reduced if students pursuing the associate degree would select their majors and the baccalaureate institution to which they intend to transfer at the beginning of their freshman year in the community or technical college. Many students do not decide on a major area of study or choose their transfer college until late in their sophomore year. Incentives must be provided for students to encourage them to select a realistic major early in their lower division course work and to make a decision as to which baccalaureate institution they will attend upon receiving their associate degree. Also, a stronger effort must be made to improve academic advising to encourage students to make those important decisions. This process will enable advisors at both the associate and baccalaureate institutions to guide students in taking the appropriate courses in their major.

The Transfer by Majors project provides a new advising emphasis that should result in better course selection and reduce the "excess" credits taken by students in a given major at the baccalaureate institution. This project, which has been piloted by five community colleges for two years, aims to accomplish the above goals and is a promising effort in reducing the number of credits taken to achieve a degree. Students are encouraged to select a transfer institution and a major area of study early in their course work, and they are matched with advisors who are especially knowledgeable regarding the requirements at the transfer institution. The transfer institution is provided with information regarding students who intend to transfer there. In addition, some of the pilot institutions provide incentives for students to make early decisions regarding a major area of study and a transfer institution. Examples of incentives used by the pilot colleges include early and priority advising appointments, free transcripts to transfer institution, free electronic express of transcripts, priority financial aid, joint scholarship counseling, and priority registration at the transfer

institution. The Transfer by Majors program has been agreed to by all public baccalaureate institutions. To complement the Transfer by Majors project, community and technical colleges should improve efforts to advise students who have not declared a major. **The baccalaureate provosts and Instruction Commission have agreed to improve and increase student advising by expanding the Transfer by Majors project for the 1997-98 year.**

Associate in Science Degree

In addressing problems associated with students pursuing majors in science-related disciplines, work has begun on the development of an Associate of Science transfer degree. This degree would provide an alternative for students in math and science related programs and could become a part of a direct transfer agreement. Development of the Associate of Science degree will require close collaboration between community-technical college and baccalaureate institution faculty in clearly identifying lower division courses that science and related majors need in order to be prepared for upper division degree completion. **The community and technical college system will develop, in 1997-98, a specific degree alternative to address the needs of students who concentrate their studies in science and related programs.**

Advanced Placement--High School-to-College Articulation

To improve student transferability among institutions for the Advanced Placement program, the community and technical college deans of instruction and the provosts of the public baccalaureate institutions, have agreed to develop more consistent AP policies. **The baccalaureate's Inter-institutional Committee of Registrars and Admissions Officers (ICORA) and the SBCTC staff, in cooperation with the community and technical college system representatives, have agreed to work toward more consistent AP policies among the institutions during the 1997-98 academic year.**

2. ***Improving Transfer of Professional Technical Programs***

The "Upside Down" Degree

The "upside down" degree, which inverts the traditional process of taking major area courses in the last 90 credits of study, shows a great deal of promise in enhancing the ability of students in professional-technical programs to transfer to baccalaureate institutions. At the current time, the "upside down" degree is being utilized extensively by the Evergreen State College. Western Washington University's Fairhaven College has utilized the concept since the early 1970s and Eastern Washington University has a variation of the "upside down" degree that the Higher Education Coordinating Board has recently approved for implementation. **The use of the "upside down" degree should be promoted and used where feasible with baccalaureate curricula structures.**

Statewide Program Articulation Agreements

The best example of a statewide program articulation agreement is currently being developed in the career field of nursing. Community and technical college and university nursing faculty have are developing a statewide nursing articulation model from Licensed Practical Nursing (LPN) to Associate Degree Nursing (ADN), and Registered Nurse (RN) to Bachelors in Nursing (BSN). This model will include consistent prerequisite course requirements, as well as common areas of study taught by all programs in each level of nursing education. **Articulation among programs on a statewide discipline basis is encouraged and will be further expanded.**

Individual Program Articulation Agreements

One of the current challenges faced by colleges and universities in the area of professional technical programs is the process of drafting individual articulation agreements. In this method of articulation, program transfer agreements between two institutions are developed by faculty and administrators that are specific to a given career field. An example of a program where this had been done is the Computing and Software Systems (CCS) Program at UW Bothell, which was developed as a joint effort between Bellevue Community College and UW Bothell. Students wishing to transfer into the program at UW Bothell are able to transfer 90 quarter credits. The CSS Degree is geared toward satisfying the demands of regional employers in the computing industry. **The use of institution to institution, individual program articulation agreements continues to be expanded.**

Consortia and Multi-institution Program Articulation Agreements

The development of consortia agreements is a promising new model for consideration in improving transferability for students. For example the Regional Advanced Technology Education Consortium (RATEC) is developing Associate of Advanced Technology and Bachelor of Technology degrees designed to articulate information technology programs between high schools, community and technical colleges, and baccalaureate institutions. The degrees respond to employers who are advising institutions that skills gaps are not in technical competencies, but are in problem-solving, critical thinking, and teamwork. More science, mathematics, and communications will be infused into courses, rather than adding courses in these disciplines. The degrees will initially be aimed at Information Technology, Environmental Technology, and Electronic Technology. **The development of consortia and multi-institution articulation agreements is encouraged.**

3. Transferability from Private Career Schools to Public Higher Education Institutions

Advising

Mechanisms exist at most colleges and universities to translate learning accomplished at both regionally accredited and non-regionally accredited institutions into college or university credits. However, interviews with staff at private career schools showed that many students

are not familiar with those processes. While baccalaureate institutions operate transfer credit evaluations out of their admissions offices, community and technical colleges may assign this responsibility to one of several functions within the college. Community and technical colleges will provide clearer catalogue information concerning transfer of courses from private career schools and provide a principle contact at each college for career school staff and students. **Public institutions are encouraged to improve access to information about transfer credit evaluation processes.**

Competencies and Skill Standards

Both community and technical colleges and private career schools have a commitment to using competencies in their training programs. The community and technical college system has taken the lead on developing industry based skill standards for training programs under the state's school to work grant. Once established, these standards will serve a vehicle to validate student skills attained through any means, including work experience, or high school, college, or private career school training. Focus will shift to demonstrated skills and abilities rather than location or mode of training. **Industry based skill standards should continue to be developed by the college system.**

Continued Collaboration

This intersector committee has provided a valuable vehicle to evaluate transfer issues between universities, colleges, and private career schools and colleges. While progress has been made understanding the issues between the sectors, and existing avenues for student transfer have been clarified, further work is needed. **It is recommended that the intersector committee on transfer issues be reconvened to evaluate implementation of current strategies described above and to plan next year's work.**

FUTURE DIRECTIONS AND CONSIDERATIONS

The intent of the Transfer Articulation Study was to identify issues regarding transfer articulation and to identify potential ways to improve the transfer process for students. Several important projects were started during Fall 1997 which will improve transferability for students, as indicated in this report. The state institutions and agencies will continue implementation of the specific programs outlined in this report and continue to look at additional issues and suggestions over the coming year. Other ideas generated by the discussions include:

- Dual admissions or concurrent enrollment at a community/technical college and a baccalaureate institution would be complementary to the Transfer by Majors Project. Advantages to the student would include an opportunity to work closely with faculty and advisors at both institutions as they develop and pursue their chosen degree plan. Issues that need to be resolved include the different tuition rates and the inability of students to benefit from the ten credit tuition plateau at the institutions. Clark and Lower Columbia Colleges are

both working with WSU-Vancouver concerning the utilization of a dual admissions approach. The University of Washington and Shoreline Community College also utilize concurrent admissions in the Canadian Studies program.

- Inter-institutional "discipline coordination" between community and technical colleges and baccalaureate institutions at the discipline level will allow college and university faculty to work toward greater commonality for students' lower division preparation.

- Locating upper-division programs on community or technical college campuses has allowed several institutions to make upper-division programs more available to associate degree graduates. Further discussion and utilization of this cooperative effort should be encouraged.

- Common degree titles among community and technical colleges might alleviate some confusion for transfer students and administrators and should be encouraged.

- "Pre-Major" Programs are similar to the "discipline coordination" mentioned above. Suggestions have been made that more closely aligned programs, rather than general liberal arts transfer programs, may assist some students.

- Professional -technical program articulation takes many forms and requires a high degree of coordination in their development. Current individual models, as cited in this study, provide many successful options for institutions to consider in pursuit of improving the transferability of these programs.

CONCLUSION

As a final note, citizens, legislators, and post secondary education leaders should take a modest degree of pride in the current status of transfer articulation between community and technical colleges and baccalaureate institutions within Washington State. Our higher education institutions are far ahead of most states on this topic, due largely to the cooperation that has been developed and nurtured over the years among the participating institutions and their leadership. At the same time, there is a need to carefully review the current status to refine what institutions are doing on behalf of students. With the strong spirit of cooperation that currently exists among post secondary institutions, and with the proper resources, the process of moving students through the education systems of the state will be enhanced even more in the future. Each of the institutions are committed to continuing improvement in student progress and institutional articulation.

Appendix 1

Transfer Articulation

Committee Membership

Transfer Articulation
Committee Membership

Baccalaureate Institutions

Jim Pappas
Dean of Academic Services
Central Washington University

JoAnne Stevenson
Program Supervisor
Academic Advising Services
Central Washington University

Brian Levin-Stankevich
Vice Provost for
Enrollment Management and Student Svcs
Eastern Washington University

Michelle Whittingham
Assistant Director of Admissions
Eastern Washington University

Rachelle Sharpe
Admissions Counselor
Coordinator of Community College Relations
Evergreen State College

Tim Washburn
Executive Director of Admissions and Records
University of Washington

Mike Reilly
Assistant Director of Admissions
Washington State University

Maggie Barklind
College Relations - Admissions
Western Washington University

Dr. Bertil van Boer
Dean of the College of Fine & Performing Arts
Western Washington University

Private Career Schools

Bob Blackman
International Air Academy
2901 Mill Plain Blvd
Vancouver WA 98661

George Borchers
ITT Technical Institute

Community and Technical Colleges

Judy Dresser
Vice President of Instruction
Lake Washington Technical College

Richard Fulton
Dean of Faculty
Clark College

Roger Glaese
Vice President of Instruction
Big Bend Community College

Mary Harding
Dean of Students
Lower Columbia College

Bea Kiyohara
Dean of Students
Seattle Central Community College

Transfer Articulation Committee Membership
Cont'd.

Council of Presidents

Cynthia Flynn
Associate Director

Higher Education Coordinating Board

Doug Scrima
Senior Policy Associate

State Board for Community and Technical Colleges

Jan Yoshiwara
Director of Educational Services

Ron Crossland
Associate Director of Educational Services

David Prince
Research and Analysis Manager

Appendix 2

Professional Technical Articulation Agreements

between

Community and Technical Colleges and Baccalaureate Institutions

Total Professional/Technical Articulation Agreements Between Community/Technical Colleges and Baccalaureate Institutions

	Evergreen	WSU	UW	UW-B	UW-T	CWU	EWU	WWU	CC Total
Bates									0
Bellevue	11		2			1			14
Bellingham									0
Big Bend						1			1
Centralia	6					1			7
Clark	6	1	1				1		9
Clover Park		2							2
Columbia Basin									0
Edmonds	9	1				2			12
Everett	6		1					1	8
Grays Harbor	5								5
Green River	24		1			2		1	28
Highline	15		1					1	17
Lake Wa			1						1
Lower Col	6								6
N. Seattle	8							1	9
Olympic	14		1					2	17
Peninsula	6		1						7
Pierce	12		1			4			17
Renton									0
Seattle Cen.	7		1						8
Shoreline	11		2			1		2	16
Skagit Valley	14		1			1		1	17
S. Puget Sound	17	1	1						19
S. Seattle	16					2			18
Spokane	1								1
Spokane Falls	14	1					1		16
Tacoma	10		1						11
Walla Walla						1	1		2
Wen. Valley		2				1			3
Whatcom	12							1	13
Yakima Valley			1			1			2
4 Yr.Total	**230**	**8**	**17**	**0**	**0**	**18**	**3**	**10**	**286**

Community and Technical Colleges Articulation Agreements Clustered by Professional/Technical Area

	Health	Bus./ Acct.	Comp. Apps/Tech	Engin. Tech	Other Tech	Soc Services/Law/Ed	Office Admin	Resources	Other	Total
Bates										0
Bellevue	5	3	1			1			4	14
Bellingham										0
Big Bend					1					1
Centralia		3		2				2		7
Clark	5	2				1		1		9
Clover Park									2	2
Col. Basin										0
Edmonds		3	1		1	1	1	2	3	12
Everett	1	2		2	1	2				8
Grays Harbor						1		4		5
Green River	3	5	2	5	2	2	3	6		28
Highline	3	2		3		6			3	17
Lake Wa	1									1
Lower Col.	1		2	2		1				6
N. Seattle		2	1	4	1	1				9
Olympic	3	3	2	2	1	5			1	17
Peninsula	1		1	1		1		3		7
Pierce	2	3	1	1		5	4		1	17
Renton										0
Seattle Cen.	3	1			1	3				8
Shoreline	2	6	1	2	2			3		16
Skagit Valley	2	2	1	3		4		4	1	17
SPSCC	2	6	4	2		2		2	1	19
S. Seattle		6	2	2	4	1		2	1	18
Spokane								1		1
Spo. Falls		5				4			7	16
Tacoma	5	2	2			2				11
Walla Walla		1			1					2
Wen. Valley	2							1		3
Whatcom	2	2	2	1		5	1			13
Yak. Val.	1	1								2
Total	44	60	23	32	15	48	9	31	24	286

Baccalaureate Institutions Articulation Agreements By Professional/Technical Area Cluster

	Health	Bus / Acct	Comp Apps/Tech	Engineering Tech	Other Tech	Soc Services/Law/Ed	Office Admin	Resources	Other	Total
Evergreen	25	50	22	22	10	47	6	28	20	230
WSU	2							2	4	8
UW	15	0	1	0	0	0	0	1	0	17
CWU	1	10			4		3			18
EWU	1				1	1				3
WWU				10						10
Total	44	60	23	32	15	48	9	31	24	286

23

Transfer of Credit Policies

for

Baccalaureate Institutions

(Non-traditional)

University of Washington
Transfer Credit Practices

The University of Washington reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is the University's policy to accept credits awarded by institutions *fully accredited* by their regional accrediting association, provided that such credits have been earned through university-level course work appropriate to the student's undergraduate degree program at the University. No more than 90 credits from two-year institutions may be applied toward the 180 credits required for most baccalaureate degree programs. No more than 135 total credits may transfer since a minimum of 45 of these 180 credits must be completed at the University of Washington.

CREDIT BY EXAMINATION:

♦ For undergraduate course work completed at **unaccredited institutions**, enrolled students may explore the possibility of credit through validation. Credit may be awarded on the basis of a formal examination, or may be validated without a formal examination if deemed appropriate by the chair of the department(s) concerned. In either case, if departmental approval is obtained, there is a $25 validation fee per course, and the credits are recorded as credit by examination; restrictions applicable to Extension Credit apply. Students who wish to pursue the validation option should first inquire about procedures and potential restrictions at the Office of Admissions.

♦ Enrolled students may **challenge** course work if the same knowledge has been gained through independent study or study completed with private teachers. A student who wishes to challenge a UW course starts by obtaining a certificate of eligibility from the Graduation and Academic Records (GARS) Office, and gaining academic departmental approval for the assessment. The approved form and $25 payment for each course challenged is submitted to the GARS Office and examinations are administered by the Office of Educational Assessment. When approved, this credit is also recorded as credit by examination. Students who wish to pursue this option should inquire about procedures, deadlines, and restrictions at the Graduation and Academic Records Office.

OTHER NON-TRADITIONAL CREDIT:

♦ Students who engaged in college-level study in high school through the College Board's **Advanced Placement** (AP) Program or the **International Baccalaureate** (IB) program can obtain credit toward a UW degree, or placement in advanced courses, or both, on the basis of their performance in AP or IB examinations. Applicants should ask the testing agencies to send official scores (AP) or transcripts (IB) directly to the Office of Admissions.

♦ Up to 30 quarter credits may be awarded for baccalaureate-level course work completed through the **Armed Forces Training Schools** (AFTS). Students who wish to request transfer of AFTS credit should inquire about procedures at the Office of Admissions.

♦ High school students enrolled in college course work through Washington state's **Running Start** program are awarded credit according to the university's transfer credit policy as it pertains to course work completed at accredited colleges.

♦ High school students enrolled in college level course work in their high schools must complete a transfer credit endorsement procedure unless the offering college has an articulation agreement with the University. Students who wish to request transfer of "**College in the High School**" credit should inquire about procedures at the Office of Admissions.

Central Washington University

Transfer of Credit/Validation of Credit

In general, it is the university's policy to accept credits earned at institutions fully accredited by their respective regional accrediting association. In no cases may a student transfer more than 135 credits, including no more than 90 from a community college.

Credits earned at a non-accredited institution may be petitioned to the Dean of Academic Services after completion of a minimum of 45 credits in residence with a cumulative gpa of at least 2.5.

Students with knowledge and competencies from prior learning experience and/or non-accredited institutions may seek credit by:

1) Credit by Examination/Course Challenge available for specific courses offered at CWU.
   a. a fee of $15 per credit, with a minimum of $30 per course, must be paid.
   b. student must be enrolled on a full-time basis at Central.
   c. the result of the course challenge is recorded as "S" or "U".

2) Credit for Industrial Experience
   a. Students admitted to the Vocational Technical Trade and Industrial major may earn up to 45 credits for industrial experience.
   b. Credits awarded will be placed on transcript after completion of all other degree requirements.

3) CLEP
   Students will be awarded five college-level quarter credits for each score at the 50th percentile on the CLEP Humanities, Social Science/History, and Natural Sciences examinations. These credits will meet the General Education requirements in the appropriate areas.

   Students may also be awarded credit for Subject examinations as determined by appropriate academic departments at the time of application for credit.

4) Advanced Placement Credit (AP)
   Credit and/or placement on the basis of AP test scores according to departmental policies.

5) International Baccalaureate (IB)
   IB credits petitioned through the Dean of Academic Services.

6) Validation by department chair review
   Occupational and vocational credits reviewed by major department chair for equivalency or block substitution within specified major.

Credit Limitation for Non-Traditional Credits

No more than forty-five total quarter credits of the program leading to the bachelor's degree may be taken in extension and/or correspondence courses, Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), or military credit.

BEST COPY AVAILABLE

August 4, 1997

TO: Cynthia Flynn, Associate Director
Council of Presidents

FROM: Rachelle Sharpe, Admissions Counselor

RE: Non-traditional Transfer Credit Policies

As per our conference call, I am providing a summary of Evergreen's evaluation of non-traditional credit [non-accredited institutions, prior learning from experience (PLE), certificated learning, military training, and credit by examination].

Please note that transfer credit will be awarded following our course-by-course guidelines (i.e. grade C or better, 100-level or above and academic in nature; we don't accept P.E. or religion; 15 credit maximum in the vocational/technical area).

Initially, interested students should request a Transfer Guide and catalog and meet with an Admissions Counselor to discuss their options. As admitted students, they will receive a final credit evaluation from the Credentials Evaluator and have more in-depth discussions with an academic advisor and with the coordinator of PLE, if necessary.

Non-Accredited Institutions

Evergreen may accept a maximum of 45 credits from a non-accredited institution(s) *provided that:*

- the student has successfully completed 90 credits at Evergreen,
- the student will earn 45 of the last 90 credits at Evergreen to be eligible for a bachelor's degree, and
- the student will not exceed the maximum number of transfer credits allowed*, and
- the student will not earn a combined maximum of 45 credits of "non-traditional credit" (from certificated learning and non-accredited institutions).

Certificated Learning

Evergreen will review certificates which acknowledge participation and completion of a workshop, seminar, training program, etc. to award credit *provided that:*

- a workshop pamphlet, course description or syllabus is provided,
- the student has been offered admission,
- the student will not exceed the maximum number of transfer credits allowed*, and
- the student will not earn a combined maximum of 45 credits of "non-traditional credit" (from certificated learning and non-accredited institutions).

Credit by Examination

Evergreen accepts credits earned through CLEP, AP, IB, PEP and other national options on an individual basis *provided that:*

- it is not a duplication of credit earned at other institutions or Evergreen,
- a minimum score was earned (varies with each test), and
- the student will not excced the maximum number of transfer credits allowed*.

Military Training

Certain military training can generate transfer credit based on recommendations from the ACE *provided that* the student will not exceed the maximum number of transfer credits allowed*.

Prior Learning from Experience (PLE)

Evergreen's PLE program recognizes learning which can occur from life experiences *provided that:*

- the student has been admitted and enrolled,
- the student demonstrates college-level learning through the development of an extensive document,
- the PLE credit does not duplicate any other academic work, and
- the student earns at least 45 of the last 90 credits at Evergreen to be eligible for a Bachelor's degree.

* *The maximum transfer credit allowed is 135 total, including 90 from a two-year college and 15 from vocational/technical courses.*

BEST COPY AVAILABLE

Washington State University
Office of Admissions

PO Box 641067
Pullman, WA 99164-1067
509-335-5586

Washington State University Policy on Awarding Credit From Non-Regionally Accredited Institutions

Washington State University academic regulations require that colleges and universities have regional accreditation for transfer credit to be awarded. WSU does not award credit for work from high schools, business colleges, or colleges and universities without regional accreditation.

Students with credit from non-regionally accredited schools who are seeking admissions to WSU must qualify for admission on other credentials, such as credit from regionally accredited schools or on their high school record. After the student earns 15semester hours of credit at WSU with a 2.0 grade point average, s/he may petition individual courses from the non-accredited institution through the chairs of appropriate academic departments and dean of the college at WSU. The chair must validate that there is an equivalent WSU course and that the student earned a C grade or better.

In addition to the petition process described above, WSU offers challenge exams for many of its undergraduate courses. The exam is administered by the appropriate academic department. Students may earn up to 30 semester hours of credit through course challenge.

WSU also awards credit for CLEP exams. Students must score at the 50th percentile or above. Credit is viewed as lower-division and, when combined with other lower-division credit such as military or community college credit, is limited to 60 semester hours.

BEST COPY AVAILABLE

To: Cynthia Flynn, CPO
From: Michelle Whittingham, Associate Director, EWU Office of Admissions
Date: August 26, 1997
Re: Options for Credit

International Baccalaureate: Eastern Washington University will award credit for Higher Level International Baccalaureate exam results of "5" or better. Acceptability of credits toward major requirements, GECRs or GURs is determined by the appropriate department, college, or committee.

College Level Examination of Proficiency: Eastern Washington University recognizes CLEP and CLEP/Dantes credits without prejudice and will include CLEP credits within the 45 hour limitation on non-traditional and military credit.

Advanced Placement: Credit for minimum scores on Advanced Placement examinations given by the College Board is awarded upon receipt of official score reports by the Admissions Office. Credit is normally given for a score of 3 or better. Consult the catalog for details.

Military Credits: Students may earn up to 45 quarter hours of credit for military educational experiences. Eastern evaluates these credits based on criteria established by the American Council on Education.

Experiential Credit: Adult students who have acquired substantial specialized training outside the classroom can earn college level credit. Under Liberal Studies, the Prior Learning Program Option provides these students the opportunity to have their experiential learning evaluated for a block of elective credit. The credit awarded cannot exceed 45 credits and can only be utilized in the Liberal Studies B degree option.

Running Start: Credits earned under Running Start in the state of Washington are treated just as any other transfer credits earned at the transcripting schools.

College in the High School: "College in the high school" courses will be accepted in transfer if they are from a regionally accredited college or university and reported to the Higher Education Coordinating Board of the State of Washington as satisfying the criteria of the Interinstitutional Committee of Chief Academic Officers.

BEST COPY AVAILABLE

Western Washington University
Validation and Acceptance of Non-Traditional Credits

In general, Western Washington University grants credit for baccalaureate-oriented courses completed at accredited institutions of higher education. Transfer of credit policies are developed by the University's Committee on Admissions and the statewide Inter-College Relations Committee and approved by the University's faculty. Authority to administer these policies is shared by the Registrar, Director of Admissions and, where applicability of major or minor is concerned, department chairs.

Several factors govern the acceptance of transfer credit, but chief among them is accreditation. For transfer credit purposes, Western recognizes only those institutions which have received appropriate accreditation by the Regional Associations of Schools and Colleges. The total number of credits which may transfer from another institution may not exceed the level of accreditation granted to that institution.

Non-Traditional Credit Assessment Options:

Students with credit from non-regionally accredited institutions may qualify for admissions with other credentials, such as credit from regionally accredited schools or on their high school record and national standardized exam results. After the students earns 30 quarter hours of credit at WWU, with a minimum cumulative 2.75 grade point average, s/he may petition individual courses from the non-accredited institution through the Office of the Registrar. Departmental faculty at Western may need to meet with students to assess such credits and determine course and grade equivalency.

Credit that does not clearly equate to a specific Western course, when appropriate, may be validated through an Independent Study arranged with pertinent departmental faculty.

Internal Credit Examination Options:

A regularly enrolled full-fee paying student(s) may apply to challenge any course at Western covering knowledge or materials with which the student has acquired a demonstrable level of familiarity or understanding from prior experience (except conferences, special projects, and physical education activities courses). If achievement commensurate with the expectations of a given course is demonstrated, the student will receive the equivalent credit. The following two methods are used at Western to assess prior learning based on non-traditional experiences:

1) One quarter of successful performance in an advanced course in a sequence which is developmental in nature can, upon departmental recommendation, qualify a student of credit in the proceeding course(s); admission to the advanced course is subject to departmental permission.

2) Students may demonstrate and earn credit for prior learning knowledge by the process of "Course Challenge" at Western. A Course Challenge allows any enrolled student to challenge equivalent courses for which they and the department concerned believe the student to have a reasonable chance of passing an examination and/or portfolio review.

External Exams for Credit Options:

Western grants credit for successful scores on most of the exams offered by the national College Board Advanced Placement program, as well as the higher level exams offered by the International Baccalaureate program . Credits granted and minimum exam score(s) required are determined by the appropriate departmental faculty.

Military Credit:

Students may receive up to 30 credits for educational training that is assessed as baccalaureate level work by American Council of Education (ACE) guidelines.

BEST COPY AVAILABLE

Community and Technical Colleges
Examples of Policies for Acceptance of Credit from Private Career Schools

College	Signed Agreements	Informal agreements	Recognize credit from PVS for AP on individual student basis?
Bellingham	No	No	Yes: We verify that the PVS is accredited. Program instructor confirms that the content/competency is comparable, based on syllabi, curriculum materials, etc. and official transcript is requested. Program instructor recommends/completes an "Award of Transfer" form, attaches official transcript and routes to Registration Manager for entry in student's permanent record.
Big Bend	No	No	Yes: If course(s)/content is demonstrably equivalent to BBCC course(s) - done on course by course basis with instructor based evaluation process, similar to credit by exam.
Columbia Basin	No	No	Yes: CBC does accept LPN nursing skills only. The skills are evaluated on achievement of program objectives on an individual basis by evaluating actual course work completed.
Edmonds	Yes: Art Institute of Seattle City University Cogswell College Erving Preparatory Academy Life Chiropractic Los Angeles College of Chiropractic University of Phoenix	No	Yes: Business Computer Training Institute (BCTI) To accomplish this award of credit, CBTI sends the Center for Continuing Ed office a list of students requesting credit and a letter confirming their successful completion of the course of study. The center sends a letter to each student with a college registration. Students must complete and return the form. Upon receipt of the completed forms, the credits are recorded and transcript sent to each students. (It doesn't happen very often.)

Community and Technical Colleges
Examples of Policies for Acceptance of Credit from Private Career Schools

College	Signed Agreements	Informal agreements	Recognize credit from PVS for AP on individual student basis?
Everett	No	No	Yes: In Everett's Business Division, using the guidelines on equivalency credit in the college catalog, a student may petition for credit by equivalency using the procedures listed. Credit from a PVS may or may not be granted, depending on the documentation provided, accreditation, etc. In Everett's Cosmetology program, credit is accepted at ½ equivalency if direct transfer (i.e., no time lag).
Lower Columbia	No	No	Yes: A student may get AP by satisfying the current instructor of the course at LCC that he/she has equivalent skills, based on prior experience, which might include a PVS. AP is not too difficult, and occasionally a student might even get a course waiver
Skagit Valley	No	No	Yes: Only for technical programs and from accredited career schools/military training. Use ACE guides on military training credit. Transcript is evaluated by credentials office and department chair. Criteria for acceptance include use of course description and time since course(s) taken.

Regional Accreditation Policies

on

Transfer and Award of Credit

Northwest Association of Schools and Colleges
Commission on Colleges

ACCREDITATION HANDBOOK

1996 Edition

COMMISSION ON COLLEGES

11130 NE 33rd Place, Suite 120, Bellevue, WA 98004

m. stipulate that students will ordinarily not receive credit for foreign study undertaken without prior planning or approval on the students' home campuses;

n. include provisions for regular follow-up studies on the individual and institutional benefits derived from such programs; and

o ensure fair reimbursement to participants if the program is not delivered as promised for reasons within the sponsor's control.

Cooperative arrangements are urged among American institutions seeking to provide foreign study opportunities for their students. In many cases, resident directors, faculty, and facilities could be shared, resulting in significant improvement in the efficiency and economy of the operation. One basic reference collection, for example, supported and used by students from several programs is likely to be more satisfactory than several separate ones.

Travel programs *per sé* or commercially sponsored "study-travel programs" should be thoroughly investigated by an institution before granting degree credit for these activities. The regional accrediting commissions do not evaluate these activities as foreign study programs of member institutions, nor will they evaluate independent foreign study programs which are not related to the curricula of specific colleges or universities in the United States.

Adopted 1972

2.5 Policy on Transfer and Award of Academic Credit

Background. This statement is directed to institutions of postsecondary education and others concerned with the transfer of academic credit among institutions and award of academic credit for extra-institutional learning. Basic to this statement is the principle that each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit. Institutions are urged to review their policies and practices periodically to ensure that they accomplish the institution's goals and that they function in a manner that is fair and equitable to students. Any statements, this one or others referred to, should be used as guides, not as substitutes, for institutional policies and practices.

Transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics. As their personal circumstances and educational objectives change, students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study. It is important for reasons of social equity and educational effectiveness, as well as for the wise use of resources, for all institutions to develop reasonable and definitive policies and procedures for acceptance of transfer of credit. Such policies and procedures should provide maximum consideration for the individual student who has changed institutions or objectives. It is the receiving institution's responsibility to provide reasonable and definitive policies and procedures for determining a student's knowledge in required subject areas. All institutions have a responsibility to furnish transcripts and other documents necessary for a receiving institution to judge the quality and quantity of the work. Institutions also have the responsibility to advise the students that the work reflected on the transcript may or may not be accepted by a receiving institution.

BEST COPY AVAILABLE

Interinstitutional Transfer of Credit. Transfer of credit from one institution to another involves at least three considerations:

1. The educational quality of the institution from which the student transfers.

2. The comparability of the nature, content, and level of credit earned to that offered by the receiving institution.

3. The appropriateness and applicability of the credit earned to the programs offered by the receiving institution, in light of the student's educational goals.

Accredited Institutions. Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. Users of accreditation are urged to give careful attention to the accreditation conferred by accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA). CHEA has a formal process of recognition which requires that any accrediting body so recognized must meet the same standards. Under these standards CHEA has recognized a number of accrediting bodies, including:

1. Regional accrediting commissions which accredit total institutions.

2. Certain national accrediting bodies that accredit various kinds of specialized institutions.

3. Certain specialized organizations that accredit free-standing professional schools, in addition to programs within multi-purpose institutions.

(CHEA annually publishes a list of recognized accrediting bodies, as well as a directory of institutions accredited by these organizations. This publication, Accredited Institutions of Postsecondary Education, Programs and Candidates, may be ordered from The Oryx Press, 4041 North Central Avenue, Phoenix, AZ 85012-3397, (800) 279-6799 or (602) 265-2651).

Although accrediting agencies vary in the ways they are organized and in their statements of scope and mission, all accrediting bodies that meet CHEA's standards for recognition function to ensure that the institutions or programs they accredit have met generally accepted minimum standards for accreditation.

Accreditation affords reason for confidence in an institution's or a program's purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability but does not guarantee that students have met acceptable standards of educational accomplishment.

Comparability and Applicability. Comparability of the nature, content, and level of transfer credit and the appropriateness and applicability of the credit earned in programs offered by the receiving institution are as important in the evaluation process as the accreditation status of the institution at which the transfer credit was awarded. Since accreditation does not address these questions, this information must be obtained from catalogs and other materials and from direct contact between knowledgeable and experienced faculty and staff at both the receiving and sending institutions. When such considerations as comparability and appropriateness of credit are satisfied, however, the receiving institution should have reasonable confidence that students from accredited institutions are qualified to undertake the receiving institution's educational program.

BEST COPY AVAILABLE

Admissions and Degree Purposes. At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student.

Institutions have a responsibility to make this distinction and its implications clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential.

Unaccredited Institutions. Institutions of postsecondary education that are not accredited by CHEA-recognized accrediting bodies may lack that status for reasons unrelated to questions of quality. Such institutions, however, cannot provide a reliable, third-party assurance that they meet or exceed minimum standards. That being the case, students transferring from such institutions may encounter special problems in gaining admission and in transferring credits to accredited institutions. Institutions admitting students from unaccredited institutions should take special steps to validate credits previously earned.

Foreign Institutions. In most cases, foreign institutions are chartered and authorized by their national governments, usually through a ministry of education. Although this provides for a standardization within a country, it does not produce useful information about comparability from one country to another. No other nation has a system comparable to voluntary accreditation. Several organizations often can assist institutions by providing information or guidelines on admission and course placement of foreign students: 1) Council on International Education Exchange, 2) Council on Evaluation of Foreign Credentials, 3) National Liaison Committee on Foreign Student Admissions, and 4) National Association of Foreign Student Affairs (NAFSA). Equivalency or placement recommendations are to be evaluated in terms of programs and policies of the individual receiving institution.[2]

Validation of Extra-Institutional and Experiential Learning for Transfer Purposes. Transfer-of-credit policies should encompass educational accomplishment attained in extra-institutional settings as well as at accredited postsecondary institutions. In deciding on the award of credit of extra-institutional learning, institutions will find the services of the American Council on Education's Office of Educational Credit helpful. One of the Office's functions is to operate and foster programs to determine credit equivalencies for various modes of extra-institutional learning. The Office maintains evaluation programs for formally structured courses offered by the military, and civilian noncollegiate sponsors such as business, corporations, government agencies, and labor unions. Evaluation services are also available for examination programs for occupations with validated job proficiency evaluation systems, and for correspondence courses offered by schools accredited by the Distance Education and Training Council. The results are published in a Guide series. Another resource is the General Education Development (GED) Testing Program, which provides a means for assessing high school equivalency.

For learning that has not been validated through the ACE formal credit recommendation process or through credit-by-examination programs, institutions are urged to explore the Council for Adult and Experiential Learning (CAEL) procedures and processes. Pertinent CAEL publications designed for this purpose are available. (See Policy 2.3 - *Credit for Prior Experiential Learning*, page 39.)

---

[2] NAFSA provides free academic transcript evaluation service for academic institutions enrolling fewer than 150 foreign students.

Uses of this Statement. This statement has been endorsed by the national associations most concerned with practices in the area of transfer and award of credit - the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council for Higher Education Accreditation.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

Adopted 1977

2.6 Policy on Distance Delivery of Courses, Certificate, and Degree Programs

Introduction. This policy is intended to apply to the broadest possible definition of distance delivery of instruction, including telecommunications technologies -- audio, video, and computer-based technologies -- used for instruction in either live or stored modes. The degree program and credit courses may or may not be delivered exclusively via telecommunications; for example, the course may include a print component and a degree program may include an on-campus requirement.

These requirements are the product of a Western Cooperative for Educational Telecommunications project, Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs. The three-year project, supported by the U. S. Department of Education's Fund for the Improvement of Postsecondary Education, was designed to foster an interstate environment that permits the electronic provision of quality higher education programs across state lines. The requirements were developed by a group representing the Western states' higher education regulating agencies, higher education institutions, and the regional accrediting community.

The existence of these requirements for instruction via telecommunications does not relieve an accredited institution of the obligation to meet the eligibility requirements, standards, and policies of the Commission on Colleges. The institution's programs with specialized accreditation meet the same requirements when offered through distance delivery. Applicable institutional accreditation standards and the Commission's substantive change policy apply regardless of when, where, or how instruction takes place, or by whom taught.

Application of Requirements. These requirements are to be addressed in the periodic review -- self-study and peer evaluation -- conducted for reaffirmation of accreditation by every accredited institution that engages in distance delivery through telecommunications. For the institution that proposes to initiate distance learning through telecommunications, these requirements will form the framework for a substantive change review by the Commission on Colleges.

Requirements

Approval and Purpose

a. The institution's distance delivery programs have a clearly defined purpose congruent with institutional mission and purposes.

b. Each program has been approved through established institutional program approval mechanisms.